

Évaluation de littératie de la 12^e année – Français langue seconde – immersion: Feedback from the Provincial Assessment Marking Sessions

Overview

This report is intended to provide teachers and students with information on students' strengths and areas for improvement as indicated by their performance on the *Évaluation de littératie de la 12^e année – Français langue seconde – immersion* in the preceding year. Feedback from the marking sessions is an excellent resource to help prepare students for writing graduation assessments as they provide an overview of assessments results and include insightful takeaways from markers.

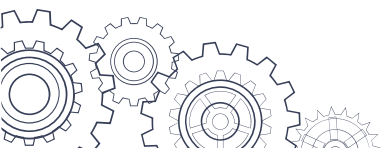
The Marking Process

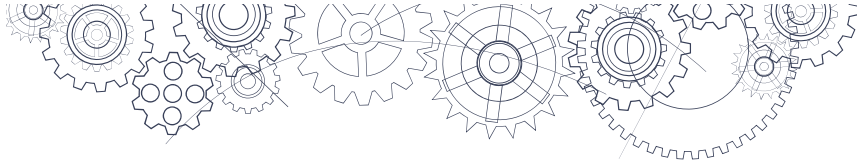
The Ministry coordinates the marking of the graduation assessment constructed responses. Markers must be certified BC or Yukon teachers and receive ministry training on holistic marking and the assessment marking rubrics. Markers use professional judgement, guided by the marking materials, to give each student response a fair and reliable mark.

Feedback on Student Performance

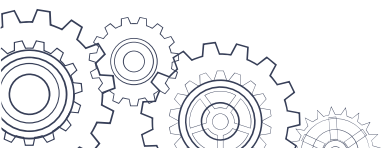
After each session, feedback is collected about student performance on the assessment. This feedback is compiled below.

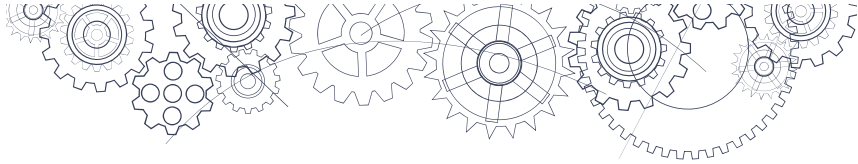
Component	Areas of strength	Areas for improvement
Oral Component: <i>Prise de position</i> (partie 1)	The majority of students took a position in response to the question asked.	Students should read the question carefully and use appropriate strategies to understand it.
	Most students tried to structure their responses appropriately: introduction, arguments and conclusion.	Students should not focus on just one or two key words.
	Most students used relational markers in their responses.	Students should take a position.
	The majority of students made an attempt to refer to their prior knowledge and/or personal experiences.	Students are encouraged to use the notes section on the computer to make an outline (two or three specific points to develop).
	Several students made an effort to use correct pronunciation in their responses.	Students are encouraged to use a richer and more varied vocabulary.
	Some students made an effort to self-correct their language.	Students would benefit from exploring as wide a range of topics as possible in class, so that they can express themselves on current and/or controversial topics.
	The majority of students made good use of the time allotted.	Students would benefit from having more spontaneous communication activities in class, i.e., think for a few minutes, then speak spontaneously.





Component	Areas of strength	Areas for improvement
Oral Component: <i>Discours argumentatif (partie 2)</i>	The majority of students took a position.	Students should organize and structure their discourse: introduction, development and conclusion.
	Most students formulated an introduction and a conclusion.	Students are encouraged to use transitions when going from one idea to the next.
	Most students supported an argument with specific examples.	Students are encouraged to include diverse and varied perspectives.
	Several students made an effort to use correct pronunciation in their responses.	Students are encouraged to use a richer and more varied vocabulary.
	The majority of students tried to refer to their prior knowledge and/or personal experiences.	Students would benefit from exploring as wide a range of topics as possible in class, so they can express themselves on current and/or controversial topics.
	Some students presented their outline in the introduction.	Students would benefit from having more spontaneous communication activities in class, i.e., think for a few minutes, then speak spontaneously.
		To prepare for the official assessment, students would benefit from taking the sample assessments and consulting the sample responses on the Ministry's website.
Component	Areas of strength	Areas for improvement
Written Component: <i>Analyse</i>	The majority of students understood the content of the text.	Students should read the question carefully and use appropriate strategies to understand it.
	The majority of students selected at least one relevant quotation from the text.	Students should review how to develop an analysis.
	Some students presented the expected analysis.	Students should not summarize the text.
	The majority of students restated the question in their answer: "According to the author...".	Students should enter a single quotation in each of the "Quote No. 1" and "Quote No. 2" boxes ("Citation n° 1" and "Citation n° 2").
		Students should enter only the exact quotation, not an entire paragraph or a paragraph number.





Component	Areas of strength	Areas for improvement
Written Component: Dissertation	Most students formulated an introduction and a conclusion.	Students are encouraged to make an outline before writing their essay.
	Most students formulated ideas and arguments supported by several concrete examples.	Students should apply the conventions of the language: grammar, syntax, conjugation, spelling, relationship markers, transition words, etc.
	Some students referred to the texts in the assessment to support their arguments.	Students are encouraged to use as wide a range of vocabulary as possible.
	Several students attempted to use idiomatic expressions and a varied vocabulary.	Students should develop their ideas in detail and give specific examples.
		Students should revise their essay, paying attention to both content and form.
		To prepare for the official assessment, students would benefit from taking the sample assessments and consulting the sample responses on the Ministry's website.

Links to Important Resources

- [Sample Graduation Assessments and Scoring Guides](#)
- [Marking Provincial Assessments](#)
- [Graduation Assessments: Information for Administrators](#)

